

# CCSS INSTRUCTIONAL PRACTICE GUIDE: SUPPLEMENT FOR REFLECTION OVER THE COURSE OF THE YEAR



ENGLISH  
LANGUAGE  
ARTS /  
LITERACY



GRADES K-2



OVER THE YEAR

This guide provides concrete examples of what the Core Actions for implementing the Common Core State Standards (CCSS) for English Language Arts and Literacy in grades K-2 look like in planning and practice over the course of the year. It is designed as a developmental tool for teachers and those who support teachers and can be used to guide planning and review practice over a semester or year. For all uses, refer to the CCSS for English Language Arts and Literacy ([corestandards.org/ELA-Literacy](http://corestandards.org/ELA-Literacy)).

The Shifts required by the Common Core State Standards for English Language Arts and Literacy are<sup>1</sup>:

1. Building knowledge through content-rich nonfiction
2. Reading, writing, and speaking grounded in evidence from text, both literary and informational
3. Regular practice with complex text and its academic language

## CORE ACTIONS IN PRACTICE OVER THE COURSE OF THE YEAR #1: Students encounter an appropriate balance and sequence of texts.

INDICATORS	EVIDENCE OBSERVED OR GATHERED
A. The texts students encounter reflect a balance of 50% literary and 50% informational texts.	Notes:
B. The texts students read and hear are intentionally selected and often carefully grouped to develop knowledge in coherent ways.	

## CORE ACTIONS IN PRACTICE OVER THE COURSE OF THE YEAR #2: Students are asked to practice the range of tasks the standards demand.

INDICATORS	EVIDENCE OBSERVED OR GATHERED
A. Writing tasks are varied and frequent. Students are asked to draw on their experience, on their imagination, and frequently, on the texts they encounter through reading or read alouds.	Notes:
B. Students regularly participate in shared research projects based on focused questions.	
C. Students are given frequent opportunities to read a high volume of texts independently and are held accountable for this reading.	
D. Students become increasingly fluent in reading grade-level texts independently and with proficiency.	

<sup>1</sup> Refer to Common Core Shifts at a Glance ([achievethecore.org/ELALitShifts](http://achievethecore.org/ELALitShifts)) for additional information about the Shifts required by the CCSS.

### CORE ACTIONS IN PRACTICE OVER THE COURSE OF THE YEAR #3: There is evidence of student mastery of grade-level foundational skills and English Language Arts and Literacy standards.

INDICATORS	EVIDENCE OBSERVED OR GATHERED
A. The teacher monitors and tracks students' progress toward mastery.	Notes:
B. The teacher regularly adjusts instruction based on evidence of student progress from student work and ongoing assessment.	
C. Students demonstrate increasing independence in reading, writing, speaking and listening tasks.	
D. Students demonstrate increasing facility with the conventions of English spelling and sound patterns.	

### SHARED EXPECTATION: The teacher regularly and productively collaborates with other teachers to improve practice.

INDICATORS	EVIDENCE OBSERVED OR GATHERED
A. The teacher collaborates to find and share high quality and suitable instructional resources, including texts and assessments.	Notes:
B. The teacher collaborates to examine student work and develop strategies to improve student learning.	
C. The teacher collaborates to observe, analyze, and improve their own and their colleagues' practice.	